**Romina Ladner Prof. O’Connor-Petruso**

**Ed 702.22**

**Wiki Assignment #1**

**Define “Action Research”**

Action Research is defined as learning by doing, which means to identify the problem, to do something resolve it, to see the results and to try again if the outcomes were not correct or unsatisfactory. Action Research differs from other research studies by involving the researcher into the study and the can agree or disagree with the results of the research.

**Problem:**

How to Develop Balanced Biliteracy in Language Minority Students

**Defining the problem:**

To learn English and to maintain proficiency in Spanish are great advantages of the Latino culture. Our schools and classrooms reflect a multicultural society where most language minority children face the problem of losing their linguistic and cultural identity. By the end of elementary school, most language minority students do not posses balanced biliteracy. The purpose of this research is to find out why minority language students do not develop both languages equally and what strategies can be used to help minority language to reach biliteracy.

**Prior research:**

Ambert, Alba (1988-1990). Bilingual Education and English as a Second Language: a research handbook, 1988-1990. Morales-Nadal, Milga. “Literature and the Language Minority Child: A Multicultural Perspective” Publisher: Garland Pub., 1991.

Ruiz, Richard (1984). Orientations in Language Planning. NABE: The Journal for the National Association for Bilingual Education, v8 n2 p15-34 Win 1984. ERIC # EJ307292, from <http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=EJ307292&ERICExtSearch_SearchType_0=no&accno=EJ307292>

**Current Instructional Strategies:**

Thomas, Wayne P.; Collier, Virginia P. (1997). School Effectiveness for Language Minority Students. NCBE Resource Collection Series, No. 9. December, 1997. ERIC # ED436087, from

<http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED436087&ERICExtSearch_SearchType_0=no&accno=ED436087>

University of Michigan (2005). **AC213 Introduction to Latina/o Studies: Alternatives to Bilingual Education, from** <http://www.umich.edu/~ac213/student_projects05/be/alternatives.html>

**Practitioners/Theorists:**

Cummins (1978, 2000a, 2000b) Language Developmental Interdependence Hypothesis.

**Intervention:**

To implement a bilingual reading program over 8 weeks for 45 minutes 4 days a week to 21 third graders will increase their reading scores in both English and Spanish.